

**MODEL HUBUNGAN ANTARA PENYERTAAN, KOMITMEN
AKADEMIK DAN PERKEMBANGAN PSIKOSOSIAL PELAJAR
UNIVERSITI**

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Perakuan

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Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok Kedah. Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia-penyelia projek penyelidikan ini atau Dekan Awang Had Salleh, Kolej Sastera dan Sains. Sebarang bentuk salinan dan catatan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Adalah dimaklumkan bahawa pengiktirafan harus diberikan kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis ini. Sebarang permohonan untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon kepada:

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Abstrak

Institusi pendidikan tinggi menghadapi cabaran untuk melahirkan graduan berkualiti yang bukan sahaja cemerlang dalam bidang akademik, tetapi juga berkembang secara holistik, siap siaga untuk masuk ke pasaran kerja sejurus selepas tamat pengajian. Oleh itu, kajian yang memberi tumpuan kepada faktor yang mungkin mempengaruhi proses perkembangan psikososial pelajar dalam konteks universiti tempatan adalah sangat relevan. Kajian sebelum ini menunjukkan dapatan yang tidak konsisten berkaitan sumbangan penglibatan pelajar ke arah pembangunan psikososial mereka. Tambahan pula, penyelidik lalu mengkaji dimensi perkembangan psikososial dalam penyelidikan yang berasingan, dan bukannya secara holistik dalam satu kajian. Dalam kajian ini, dua teori yang sering digunakan dalam bidang psikososial, iaitu, Teori Penglibatan dan Teori Perkembangan Psikososial, digabungkan untuk membentuk satu model perantara bagi menghuraikan hubungan antara penglibatan pelajar dan perkembangan psikososial dengan lebih baik. Model ini memetakan sumbangan setiap dimensi penglibatan pelajar kepada komitmen akademik, dan seterusnya, kesannya terhadap perkembangan psikososial pelajar. Melalui kaedah tinjauan dalam penyelidikan, seramai 347 pelajar telah memberikan respon terhadap soal selidik kajian yang mengandungi sebanyak 86 item. Analisis data melibatkan statistik deskriptif dan inferensi, serta pengujian model. Penilaian secara menyeluruh terhadap model itu mendapati bahawa model berstruktur yang dicadangkan sesuai dengan data. Hasil kajian menunjukkan bahawa penglibatan pelajar dengan rakan sebaya mempengaruhi perkembangan psikososial pelajar secara langsung dan tidak langsung; penglibatan pelajar dengan masyarakat mempengaruhi perkembangan psikososial pelajar secara langsung dan penglibatan pelajar dengan staf akademik mempengaruhi perkembangan psikososial pelajar secara tidak langsung, iaitu melalui komitmen pelajar dalam aktiviti akademik. Secara teorinya, kajian itu memberikan sokongan secara empirikal bagi gabungan Teori Penglibatan dan Teori Perkembangan Psikososial untuk menjelaskan sumbangan penglibatan pelajar dengan individu lain ke arah meningkatkan pembangunan psikososial mereka. Dari segi praktikal, pelajar perlu didedahkan kepada lebih banyak peluang untuk menjalankan aktiviti di dalam kampus yang melibatkan mereka dengan rakan mereka dan kakitangan akademik, serta aktiviti luar kampus bersama dengan masyarakat, sepanjang pengalaman berada di universiti.

Katakunci: Pembangunan pelajar; Perkembangan psikososial; Penglibatan pelajar; Komitmen akademik; Pendidikan tertiar

Abstract

Higher education institutions are facing challenges in producing quality graduates who are not only academically sound, but also holistically well-developed, and ready to enter the job market immediately upon graduation. Therefore, studies focusing on the factors which might influence student psychosocial development processes in the context of the local university are highly relevant. Previous studies show inconsistent findings with regard to the contribution of student involvement towards their psychosocial development. Furthermore, past researchers had only examined the dimensions of psychosocial development in separate studies, rather than holistically in a single study. In this study, two prevalently used theories in the psychosocial field, namely Involvement Theory and Psychosocial Development Theory, were combined to form a mediation model to better explicate the relationship between student involvement and psychosocial development. The model mapped the contribution of each dimension of student involvement on academic commitment, and in turn, its impact on student psychosocial development. Using the survey research method, the study involved 347 undergraduates who gave feedback to a total of 86 items in the study questionnaire. Data analysis involved descriptive and inferential statistics, and model testing. Holistic evaluation of the model found that the proposed structural model fit the data. The findings showed that student involvement with peers influenced student psychosocial development both directly and indirectly; student involvement with the community influenced student psychosocial development directly; and student involvement with the academic staff significantly influenced students' psychosocial development indirectly, i.e., through their commitment in academic-related activities. The study has provided empirical support for the combination of Involvement Theory and Psychosocial Development Theory in explaining how student involvement with other individuals could contribute towards enhancing the students' psychosocial development. In practical terms, there should, in light of the findings, be more avenues provided for university students to carry out engaging activities on campus with their peers and the academic staff, as well as beyond the campus with the wider community.

Keywords: Student development, Psychosocial development, Student involvement, Academic commitment, Tertiary education

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BAB 1

PENGENALAN

1.1 Latar Belakang

Perkembangan manusia merupakan satu proses yang berterusan seumur hidup. Perkembangan manusia bermula dari peringkat bayi, diikuti dengan peringkat awal kanak-kanak, seterusnya peringkat pertengahan kanak-kanak, dan kemudiannya peringkat remaja sehingga matang pada peringkat dewasa. Proses perkembangan manusia mencakupi aspek-aspek fizikal, kognitif dan psikososial individu pada setiap peringkat perkembangan (Woolfolk, 2007). Model biopsikososial melihat perkembangan manusia sebagai hasil daripada interaksi faktor-faktor biologi, psikologi dan sosial. Elemen biologi merangkumi aspek baka dan hal-hal kesihatan, elemen psikologi pula melibatkan aspek kognitif dan perkembangan personaliti, manakala elemen sosial terdiri daripada keluarga, sekolah dan rakan sebaya (Docey & Travers, 1996).

Apabila kesemua elemen di atas digabungkan, akan terbentuklah perkembangan psikososial. Woolfolk (2007) menegaskan bahawa perkembangan psikososial merupakan salah satu proses yang akan dilalui oleh setiap individu dalam proses perkembangan. Menurut Foubert dan Grainger (2006) pula, perkembangan psikososial merangkumi aspek perlakuan dan sikap individu dari segi personal, interpersonal, fizikal serta psikologi individu tersebut. Ramai sarjana berpendapat bahawa perkembangan

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